

Flemming

**INSTRUCTOR'S MANUAL**



**READING FOR RESULTS**

**Third Edition**



Instructor's Manual

READING FOR RESULTS

Third Edition

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## TO THE INSTRUCTOR

The original manual for Reading for Results has been expanded in several ways. First of all, we now include a chapter preview for every chapter. The purpose of the preview is to help instructors discover just how much individual students might already know about the content of the chapter. Through the use of the previews, instructors can individualize both explanations and assignments.

Second, because student and instructor response to the exercises within the text has always been very positive, we have added a number of supplementary exercises for each chapter. Again, we think such an addition can lend itself nicely to individualized instruction.

We have also included a series of Review Tests for Prefixes, Suffixes, and Roots. The purpose of these is to allow instructors to teach Chapter 1, "Building Your Vocabulary," in steps. Each test is geared to one of the exercises on prefixes, suffixes, and roots; and instructors can use the tests to decide which students are ready to go on to a new list and a new exercise.

Because many instructors have reported that they liked the writing assignments offered in the manuals for the first and second edition, we have continued this practice. The only change is in the number of assignments. There are more of them.

### SOME SUGGESTIONS FOR REORGANIZING THE TABLE OF CONTENTS

As the table of contents shows, Reading for Results offers a step-by-step approach to the teaching of reading, with students working extensively on paragraphs before they read longer selections. Our objective is to give students a set of discovery strategies that they can practice on paragraphs and then adapt to increasingly longer pieces of prose.

This does not mean, however, that students have to complete all of Chapters 1 to 6 before they turn to Chapter 7, "Reading Longer Selections." On the contrary, we like to use the text in a much more flexible fashion. For instructors who would like to do the same, we offer the following series of suggestions:

Suggestion 1: Begin by introducing students to the four-step survey method outlined in Chapter 8.

Before we introduce anything else in the text, we talk about the importance of surveying, and we go over the four-step method outlined on pages 379 to 385 of Chapter 8. At this time, we do not use any of the exercises; instead, we concentrate on explaining the four basic steps.

We also discuss alternative methods of surveying and point out that, whatever the procedure, different methods all have the same goal: to give readers enough knowledge about content and organization so that they can approach their texts with definite goals and questions in mind.

During this discussion, we also distinguish between active and passive readers, explaining that active readers consciously make an effort to recreate the writer's train of thought by reading between the lines and mobilizing their own knowledge about the subject under discussion. In contrast, passive readers assume that they do not have to make any connections on their own. They expect the author of the text to do all the work and see themselves simply as receivers of the author's message, rather than as creators.

Suggestion 2: Spend the first day or two of class on portions of Chapter 1. Then return to it on a weekly basis.

After the discussion of surveying, we turn to Chapter 1 and the discussion of building vocabulary. However, we do not teach the whole chapter before going on to Chapter 2. Instead we spend one day talking about the material from pages 1 to 5 (context and structural analysis), and we have students complete Exercise 1. We then turn to pages 53 to 56 and discuss technical vocabulary and the need for a vocabulary notebook. Once students have been introduced to structural analysis, the use of context clues, and the importance of recognizing and learning specialized vocabulary, we turn to Chapter 2.

In general, we prefer to use Chapter 1 weekly. Each week we review the list of prefixes, suffixes, and roots previously introduced. (For this purpose, see the review tests in this manual.) We then work on a new list and talk about the stories behind words or words that commonly confuse.

Suggestion 3: Have students work their way through all of Chapter 2, but assign exercises individually for homework.

We consider Chapter 2 crucial to everything that follows in Reading for Results, and we have students work their way through it very carefully. Even after they have finished the chapter, we review the concepts through the supplementary exercises provided in this manual.

However, because some students need more practice than others, we do try to individualize work on the exercises. Admittedly, this is a bit tricky because we don't want to embarrass students who need additional practice. What we do, therefore, is have students correct the exercises and put them in a folder. At the end of the week, we look through the folder and assign exercises on the basis of how well or how poorly a student seems to be doing.

Suggestion 4: Once students have finished Chapters 3 and 4, have them begin working on Chapter 7.

As soon as students finish Chapter 4, they have the basic organizational framework they need to read longer selections. Therefore, upon completing Chapter 4, we turn to pages 319 to 328 in the text. Here students learn how to adapt what they already know about the paragraph--that they should look for the topic, main idea, and topic sentence--to longer selections. Only now they look for the topic, controlling idea, and thesis statement.

Once they have finished that section, we turn to "The Function of Supporting Paragraphs" (pp. 328 to 340) in Chapter 7. Here again, we stress that students are just modifying what they already know, adapting it to longer material.

Suggestion 5: Once students have completed pages 319 to 340 in Chapter 7, introduce Chapter 5.

After students have completed pages 319 to 340 in Chapter 7, we start teaching Chapter 5. At this point we tell students that we want to introduce some new terms and some new techniques. We also explain that the new material will be easier for them to understand if they work with paragraphs first and then apply what they have learned to longer selections. This approach doesn't seem to present any problem for students.

Once we have finished Chapter 5, we turn immediately to pages 340 to 353 in Chapter 7, and we stress that transitional, concluding, and even summary paragraphs function much like the sentences students have already worked with. In particular, we emphasize that the principles of note taking are essentially the same, regardless of how long the selection might be.

Following this same procedure of reverting to paragraphs to teach any new strategy or term, we introduce Chapter 6 before teaching pages 353 to 372 of Chapter 7. We like to finish Chapter 6 before turning to the longer selections dealing with comparison and contrast, cause and effect, and so on. However, some instructors may wish to introduce one of the six types of paragraphs and then turn immediately to a longer selection governed by the same recognizable pattern.

We have found that students have no difficulty shifting back and forth in the text this way as long as we make our objective clear. We like to introduce all new strategies and new terms within the context of a paragraph. This makes explanations simpler and the material less intimidating.

We should point out here that, with the exception of the material on surveying, we do follow the table of contents in regard to Chapters 8 and 9. We teach them after we have finished all the preceding chapters. In our experience, to really grasp the explanations of Chapter 8, students need to be very clear about all previous terms and strategies. We introduce Chapter 8 as a kind of "putting-it-all-together" chapter, and it just doesn't work unless all of the previous explanations are clear in students' minds.

Along the same lines, we stress the need for students to be very sure of how to identify the message of a paragraph or passage before they engage in the more critical kinds of reading introduced in Chapter 9. Some instructors might disagree; they are welcome to try to introduce critical reading earlier in the semester. However, based on our experience, we would not suggest it.





PART I

ASSESSING SKILLS: CHAPTER PREVIEWS

## PART I ASSESSING SKILLS: CHAPTER PREVIEWS

### A SUGGESTION FOR INTRODUCING THE CHAPTER PREVIEWS

Initially, students might be intimidated by the idea of chapter previews. And, in fact, they have every reason to be since they are being asked to explain concepts or techniques they have not officially been taught. However, we have found that an introduction like the following lays their fears to rest without making them think that the previews have no real importance.

None of the chapter previews are going to be graded. They are not tests with clear-cut right and wrong answers. Instead, they are exercises that will tell us how much you might already know or be able to figure out about the material to be introduced in each chapter. Through the use of these previews, we hope to discover what points in the chapter need more or less explanation. In addition, the previews will help us individualize instruction by telling us which students might need more or less practice with particular terms and techniques.

PREVIEW: CHAPTER 1

Part A: Each of the following sentences contains a word you may or may not know. Your knowledge of the word is not being tested here. What we would like to discover is how you go about figuring out the meaning of unknown words. On the blank line following each sentence, you are to write, first of all, the definition. Then on the lines that follow "Sentence clues," explain as carefully as you can what clues in the sentence helped you to arrive at that definition.

The first two sentences have been done for you.

1. The father could not hear anything above the children's clamor.

Definition: noise

Sentence clues: If he can't hear anything, it must be because the children are making noise. "Clamor" must mean noise.

2. If he wears those old clothes and smells of liquor, he's not going to make a credible witness, and we will lose the case.

Definition: believable

Sentence clues: To win cases, witnesses need to be believed. If he's not credible and they lose the case, that means people don't believe him.

3. As she saw the strange dog's head protrude through the gate, the little girl became alarmed.

Definition: \_\_\_\_\_

Sentence clues: \_\_\_\_\_

4. Even though his critics wanted to see more color in his work, the artist concentrated on a monochromatic scheme.

Definition: \_\_\_\_\_

Sentence clues: \_\_\_\_\_

5. The group of veterans convened at the war monument to pay final respects before they went their separate ways.

Definition: \_\_\_\_\_

Sentence clues: \_\_\_\_\_

PART I ASSESSING SKILLS: CHAPTER PREVIEWS

6. Under the current dictator, most young men enter the army by conscription rather than by enlistment.

Definition: \_\_\_\_\_

Sentence clues: \_\_\_\_\_

7. I seriously doubted the veracity of his story, since I knew from past experience that he often lied when he was cornered.

Definition: \_\_\_\_\_

Sentence clues: \_\_\_\_\_

8. The frantic baby sitter tried to placate the infant by singing softly to him.

Definition: \_\_\_\_\_

Sentence clues: \_\_\_\_\_

9. The dean addressed the student body in an attempt to dispel their anxieties over the financial problems of the college; his goal was to bring calm and order to the campus.

Definition: \_\_\_\_\_

Sentence clues: \_\_\_\_\_

10. Although he had few material possessions, his intangible assets included a sense of humor and a willingness to please.

Definition: \_\_\_\_\_

Sentence clues: \_\_\_\_\_

Part B: Prefixes, suffixes, and roots are all individual parts of words that carry meaning, and Chapter 1 will introduce a number of the most important ones. Through the following exercise, we want to discover if some of them are already familiar to you before we introduce them in the text.

Circle the best definition for each word part.

- |           |         |          |
|-----------|---------|----------|
| 1. circum | under   | around   |
| 2. inter  | over    | with     |
| 3. loqu   | money   | speech   |
| 4. spec   | dirt    | see      |
| 5. scrib  | cheat   | write    |
| 6. ven    | come    | go       |
| 7. dict   | look    | speak    |
| 8. plen   | same    | full     |
| 9. chron  | time    | false    |
| 10. cred  | believe | pour     |
| 11. voc   | call    | force    |
| 12. mal   | bad     | together |
| 13. sens  | grow    | feel     |
| 14. hydr  | water   | forward  |
| 15. ous   | without | full of  |

Part C: Based on your experience with the dictionary, write true or false after each statement.

1. All dictionary entries provide one meaning for each word. \_\_\_\_\_
2. All dictionaries include the same information. \_\_\_\_\_
3. If a word is defined in the dictionary, it can be used anywhere, in informal conversations and formal speeches. \_\_\_\_\_
4. Dictionaries tell you what a word means. They don't tell you how to use it. \_\_\_\_\_
5. Synonyms are words that are similar in meaning, like push and shove. If you are looking for the synonym of a word, you could find it in the dictionary. \_\_\_\_\_
6. Antonyms are words that are opposite in meaning, like quiet and noisy. If you wanted to know the antonym of a word, you could find it in the dictionary. \_\_\_\_\_





PREVIEW: CHAPTER 2

1. In Chapter 2, we will explain that the word fruit is more general than the word apple. How do you decide that one word is more general or more specific than another? What do the terms general and specific mean to you? How would you define them?

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2. Read each pair of phrases and underline the more specific phrase:

- a. winter weather, snowy weather
- b. a violent temper, a bad temper
- c. a tall woman, a six-foot-tall woman
- d. a warm day, a humid day
- e. an Irish setter, a red dog

3. Can words be equally specific or equally general? If your answer is "yes," can you give an example?

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4. Underline the most general sentence in each of the following paragraphs:

- a. Even if we wanted to ignore our dreams, the writings of Sigmund Freud and Carl Jung, two of the most famous men in the history of psychology, remind us that dreams are important. They help us understand who we really are and what we really want. According to Freud, dreams help us discover our hidden wishes, wishes we can admit to no one, not even to ourselves. For Jung, dreams are messages from the unconscious, telling us our secret fears and anxieties.
- b. The Hare Krishna movement, officially known as the International Society for Krishna Consciousness, was founded in New York City in 1966. Today, it claims close to five thousand members in the United States. Upon entering the Krishna movement, new members must consider their old life over. They must assume new names and give up eggs, meat, and fish. They must spend their days chanting the name of the god Krishna and try to spread his message throughout the world. The movement is financed in a number of ways, such as the sale of incense, street collections, and donations.

- c. In the streets of India, pious Hindus cannot let a cow pass without touching it. To drink the milk of a cow is considered a great honor, and stray cows are allowed to wander at their will. No one minds if they create traffic jams or destroy gardens. In old age, cows are taken to special nursing homes, where they can be cared for. For the Hindus, cows are the most holy and sacred of all animals.